

Public Administration in Indonesian Madrasah Competence Assessment Policies (Akmi)

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Abstract

The cause of the emergence of public administration problems in the Indonesian Madrasah Competency Assessment Policy is due to the not optimal implementation of AKMI policies regarding policy standards and objectives, resources, inter-organizational communication and strengthening activities, characteristics of policy implementing agencies, social, economic and political conditions, and the disposition of policy implementers. It is hoped that in the future the implementation of AKMI policies will be carried out more optimally with the implementation of effective and efficient AKMI policies that will produce competent madrasah heads, professional teachers, and students who have high abilities in reading literacy, numeracy, science, and social culture. The results of this assessment can be used by teachers and madrasahs to improve the education services needed by students as a basis for developing a learning plan.

Keywords

Public Administration, Indonesian Madrasah Competency Assessment Policy.

Public administration is the organization and management of people and things to achieve government goals; public administration is an art and science of management used to regulate the affairs of the state. Indonesia requires all its citizens to attend the government's program of compulsory education for at least 9 years consisting of six years in primary school and three years in junior high school. This is in accordance with Article 1 Paragraph (18) of Law no. 20 of 2003 concerning the National Education System, which reads: "Compulsory education is a minimum education program that must be followed by Indonesian citizens on the responsibility of the Central Government and Regional Governments".

Nadiem Makariem, Minister of Education and Culture for the 2019-2024 period issued a new policy called "Freedom to Learn". He established four points of the independent learning policy.

(Ministry of Education and Culture of Indonesia, "Freedom to Learn", 2021). The first policy is the National Standard School Examination or abbreviated as USBN. Nadiem Makariem explained that the new USBN policy direction was related to its implementation. In 2020, the USBN will only

be held by schools to assess student competence which is carried out in the form of a more comprehensive assessment. With the aim of teachers and schools being more free or independent in assessing student learning outcomes.

The second policy is regarding the National Examination. In 2020 will be the last implementation of the UN. The National Examination in 2021 will be replaced by a Minimum Competency Assessment (AKM) and a Character Survey. This AKM consists of literacy skills, numeracy and strengthening character education The third policy is related to the preparation of the Learning Implementation Plan (RPP). Teachers are free to choose and develop their own lesson plan format to be used based on 3 core components namely objectives, activities and learning assessments. The simplification of the lesson plans is intended so that teachers have more time to prepare and evaluate the learning process rather than having to be preoccupied with making long lesson plans. The fourth policy is a policy related to New Student Admissions (PPDB).

This policy is a development of the previous policy regarding the zoning system. Zoning system in policies of the four policies, there is

one that requires attention, namely AKM. Specifically for formal education institutions under the guidance of the Indonesian Ministry of Religion, they have added a program or instrument in the form of the Indonesian Madrasah Competency Assessment (AKMI) program. AKMI is a comprehensive assessment with the aim of diagnosing students' strengths and weaknesses in reading literacy, numeracy literacy, scientific literacy and socio-cultural literacy at the MI, MTs and MA levels. The results of the assessment can be used by teachers and madrasas as a means of improving learning. Through AKMI, the entire madrasa community is invited to open a paradigm in strengthening learning focusing on improving thinking or reasoning skills, so that madrasa graduates have higher skills in solving scientific-based and humane problems (Ramdhani, 2022: 1).

In this regard, Decree of the Minister of Religion No. 184/2019 concerning Guidelines for Curriculum Implementation in Madrasas emphasizes that the spirit of Madrasah-Based Management (MBM), has given broad autonomy to madrasas in managing education. Madrasas can develop curriculum at the level of educational units according to the vision, mission, objectives and conditions of the madrasa.

In facing the industrial revolution 4.0, madrasas must be able to prepare the competencies of students in the millennial era to be able to carry out 21st century learning, namely having 4C abilities (critical thinking, creativity, communication, and collaboration). Smart, the Ministry of Religion of the Republic of Indonesia designed the Indonesian Madrasah Competency Assessment Program (AKMI).

AKMI is designed to diagnose the development of student learning outcomes in the classroom through testing. Literacy-based AKMI touches all subjects. AKMI results are expected to be the basis for policy making for stakeholders interests so that student learning output can increase. the performance of policy implementation, namely: standards and policy objectives, resources, inter-organizational communication and strengthening activities, characteristics of the implementing body of the policy, social, economic and political

conditions, as well as the disposition of the policy implementers

Public organizations are part of Public Administration that organizational leaders or superiors must be able to communicate policies and create working conditions for staff to have the capacity and motivation to work as desired by the public policy itself. The root of the problem in the implementation of AKMI concerns policy standards and objectives, resources, inter-organizational communication and strengthening activities, characteristics of policy implementing agencies, social, economic and political conditions, and dispositions of policy implementers.

The cause of the emergence of these problems is due to the not yet optimal implementation of AKMI policies regarding policy standards and objectives, resources, inter-organizational communication and strengthening activities, characteristics of policy implementing agencies, social, economic and political conditions, and dispositions of policy implementers. It is hoped that in the future the implementation of the AKMI policy will be carried out more optimally with the implementation of an effective and efficient AKMI policy that will produce competent madrasah heads, professional teachers, and students who have high abilities in reading literacy, numeracy, science, and socio-culture. The results of this assessment can be used by teachers and madrasahs to improve the educational services needed by students.

Method

The research approach used is qualitative which prioritizes extracting processes rather than results, uncovers meaning in the perspective of the subjects studied, makes researchers the main instrument, uses descriptive analytic methods because this research describes and analyzes public administration in the implementation of Indonesian Madrasah Competency Assessment (AKMI) policies. covers: Standards and objectives, resources, inter-organizational communication and strengthening activities, characteristics of implementing agencies, social, economic and

political conditions and dispositions of implementers, with data collection techniques, through observation, interviews and documentation studies.

Research Results

Indonesian Madrasah Competency Assessment (AKMI) conducted at the MI, MTs and MA levels. The results of assessments for teachers and madrasas as a means of improving learning. Through AKMI, the entire madrasa community is invited to open a paradigm in strengthening learning focusing on increasing thinking or reasoning skills, so that madrasa graduates have higher skills in solving scientific-based and humane problems. AKMI is a policy of the Ministry of Religion of the Republic of Indonesia which in its implementation aims to map the quality of education and measure the competency of madrasa students in reading literacy, numeracy literacy, scientific literacy and socio-cultural literacy (Ramdhani, 2022: 1-2). The implementation of AKMI's policy is in line with the opinion of Wibawa (1994: 15) that policy implementation is an action carried out by government and private (organizations) both individually and as a group which is intended to achieve goals. AKMI's policy implementation includes policy standards and objectives, resources, inter-organizational communication and strengthening activities, characteristics of policy implementing agencies, social, economic and political conditions, and dispositions of policy implementers. This is in line with Van Meter and Van Horn in Subarsono (2005: 99) there are six variables that affect the performance of policy implementation, namely: standards and policy objectives, resources, inter-organizational communication and strengthening activities, characteristics of the implementing agency policies, social, economic and political conditions, as well as the disposition of policy implementers. the graduates that will be produced as a result of the follow-up to improve the quality of learning carried out in the 2021 assessment (Hidayatullah, 2021) measure competencies with the goal that later there will be opportunities to improve

learning.

1) Indonesian Madrasah Competency Assessment (AKMI) Components

The AKMI component consists of content, cognitive processes and context, with the following details (Ramdhani, 2021: 11):

2) Differences and Similarities Between the Minimum Competency Assessment (AKM) and Indonesian Madrasah Competency Assessment (AKMI)

In the implementation of AKM which was launched by the Ministry of Education and Culture and AKMI which was held by the Indonesian Ministry of Religion.

Minimum Competency (AKM) and Indonesian Madrasah Competency Assessment (AKMI) are Madrasahs that have the opportunity to take part in AKM organized by the Ministry of Education and Culture will continue to attend AKMI organized by the Ministry of Religion. AKM only collects data through a sampling technique in which not all students in the education unit are tested. However, in accordance with the needs of madrasas to oversee in detail how to improve the quality of learning carried out in madrasas. So, the Ministry of Religion held the Indonesian Madrasah Competency Assessment (AKMI). Meanwhile, the Minimum Competency Assessment (AKM) and Indonesian Madrasah Competency Assessment (AKMI) equations are: Instruments that are used together to measure or map the quality of education in madrasas or schools.

- a) The competencies that are measured in general are reading literacy and numeracy literacy.
- b) The targets used are the same as Grade 5 students at the SD/MI level, Grade 8 at the SMP/MTs level and Grade 11 at the SMA/MA level.
- c) The form of the exam or questions both uses 5 types of question forms, namely multiple choice (PG), complex multiple choice (PGK), matchmaking, short entries and descriptions (essays).
- d) b. Implementation of Indonesian Madrasah Competency Assessment (AKMI) Policy
- 1) Definition of Implementation of Indonesian Madrasah Competency

Assessment (AKMI) Policy

a) Definition of Policy Implementation

There are several expert opinions regarding policy implementation, including:

- (1) Edwards III (1984: 1) that policy implementation is an activity that is seen after a valid directive has been issued from a policy which includes efforts to manage inputs to produce outputs or outcomes for society.
- (2) Van Meter and van Horn quoted by Parsons (1995: 461) and Wibawa, et al., (1994: 15) that policy implementation is an action taken by government and private (organizations) both individually and as a group intended to reach the goal.

Lane (Sabatier, 1986: 21-48) that implementation as a concept can be divided into two parts, namely implementation is a functional equation of intent, output and outcome. Based on this description, the implementation formula is a function consisting of aims and objectives, results as products, and results as a result.

So it can be understood that policy implementation links between policy goals and their realization with the results of activities.

b) Definition of Indonesian Madrasah Competency Assessment (AKMI) Indonesian Madrasah Competency Assessment (AKMI) is an evaluation conducted by the Ministry of Religion of the Republic of Indonesia to diagnose students' strengths and weaknesses in reading literacy, numeracy literacy, scientific literacy and socio-cultural literacy at the MI, MTs and MA levels. The results of this assessment can be used by teachers and madrasahs to improve the education services needed by students as a basis for developing a learning plan.

c) Definition of Policy Implementation of Indonesian Madrasah Competency Assessment (AKMI)

Implementation of the Indonesian Madrasah Competency Assessment (AKMI) Policy is an action taken by government and private (organizations) both individually and as a group to diagnose students' strengths and weaknesses in reading literacy, numeracy literacy, scientific literacy and socio-cultural literacy at the MI, MTs level and MA.

2) Policy Implementation Model According to

Van Meter and Van Horn Policy Implementation Model according to Donald Van Meter

and Carl Van Horn (1975: 462-474) are the most common models.

classic. This model controls that policy implementation runs linearly from public policy, implementers, and public policy performance. Implementation of Indonesian Madrasah Competency Assessment (AKMI) Policy

Implementation of the Indonesian Madrasah Competency Assessment Policy (AKMI), namely:

- a) Standards and policy objectives include: existence of AKMI POS, executive understanding of AKMI POS in a comprehensive manner.
- b) Resources include: resources supporting the implementation of policies such as funds, materials, people and various incentives in the form of giving prizes to those who succeed in carrying out their work, and giving "punishments" to those who fail to carry out their duties. , and the provision of "punishment" for those who fail to carry out their duties.
- c) Inter-organizational communication and strengthening activities include: inter-organizational communication and strengthening activities.
- d) The characteristics of the policy implementing agency include: competency and number of staff, range and degree of control, political support possessed, organizational strength, degree of openness and freedom of communication, and linkages with policy makers.
- e) Social, economic and political conditions include: existence of conducive social, economic and political conditions.
- f) The disposition of policy implementers includes: their cognition (understanding) of the policy, direction of response their response to the policy (acceptance, neutrality, rejection), and the intensity of the response.

3) Follow-up on the Results of the Implementation of the Indonesian Madrasah Competency Assessment (AKMI) Policy

a) Follow-up on the Implementation of the Indonesian Madrasah Competency

Assessment (AKMI) Policy by Heads of Regional Offices of the Provincial Ministry of Religion and Heads of District/City Offices of the Ministry of Religion of Religion

Follow-up to the implementation of the Indonesian Madrasah Competency Assessment (AKMI) policy by the Head of the Provincial Office of the Ministry of Religion in this case the Head of the Madrasah Education Sector and the Head of the Regency/City Ministry of Religion Office in this case the Head of the Madrasah Education Section, as follows:

- (1) Prioritizing the strengthening and development of a literacy culture in madrasahs
- (2) Encouraging the development of literacy cultural activities (library corner, scientific corner).
- (3) Encouraging cooperation between madrasahs in activities based on strengthening literacy.
- (4) To record the completeness of the required infrastructure.
- (5) Periodic evaluation and monitoring of madrasahs
- (6) Follow-up to the Implementation of the Indonesian Madrasah Competency Assessment (AKMI) Policy by the Head of Madrasah

Follow-up implementation of the Indonesian Madrasah Competency Assessment (AKMI) policy by the Head of Madrasah, as follows:

- (1) Develop a learning culture.
- (2) The head of the madrasah needs to make policies and rules regarding intensive assistance activities to strengthen the learning culture of the madrasah. In each madrasah

strong attention needs to be paid to the learning components in madrasahs for both teachers and students in order to produce a culture of literacy in learning interactions in all subjects. Activities that can be carried out include practicing producing literacy-based works, communicating the results of these literacy works in discussion forums at the madrasah level or scientific forums at the sub-district or district/city regional level, or holding a work review forum with students as the organizers, from planning events to manage the event. Of course these activities

are carried out with the assistance of the teacher.

Develop teacher professionalism activities.

Madrasah heads need to make policies and instructions that encourage the growth of a literacy culture in the madrasah environment in their respective regions. These activities include forming literacy initiator teachers at the madrasah level and at the district/city level. The next activity encourages and ensures that they work together at all times to foster a culture of literacy for all teachers (class teachers and subject teachers). There are boosters that also encourage the activities of these teachers, such as giving rewards based on perseverance and consistency in overseeing literacy activities in madrasahs. Another activity is in the form of peer-to-peer mentoring. This activity can be carried out by the initiating teacher against other teachers who need it. This assistance will work effectively if there is freedom from the madrasah and special encouragement from the head of the madrasah.

Develop extracurricular activities.

Madrasah heads need to make policies that give priority to literacy-based extracurricular activities. Madrasah heads need to assign teachers and give them responsibility for organizing literacy-based creative activities. This activity is expected to involve teachers (classroom teachers and subject teachers) and students starting from classrooms in each madrasah. Literacy-based teacher and student collaborative activities can be realized in real terms if the implementation is sustainable in the form of follow-up assistance. These collaborative activities need to be documented both in written form and digital-based works.

Develop the use of infrastructure.

Madrasah heads need to carry out initiation policies and policies based on the needs of participants to increase literacy habits by utilizing libraries and laboratories in each madrasah. Furthermore, according to the demands of the era of abundance, madrasahs need to formulate policies on the use of digital devices, cellphones, laptops, in the learning process.

Develop infrastructure facilities.

Madrasah heads need to implement policies to

encourage collaboration in the procurement of fast internet connections, library books, and laboratory equipment in each madrasa. If necessary, digital facilities such as podcasts can also be provided to support students' literacy skills. Madrasas also need to provide refreshment in learning by presenting authentic learning resources such as figures, experts in their fields, native speakers, or other learning resources that bring students closer to the real conditions around them/in their environment.

A text-rich environment offers many opportunities for students to develop literacy habits and skills. Literacy classrooms can attract and encourage students to take part in the many learning experiences provided at school. We can see what aspects are considered important by a teacher, when we enter the classroom. From the physical environment of the class, we can draw conclusions about how much the teacher encourages literacy learning. In a classroom that encourages literacy learning, you might find examples of printed materials posted on walls, class libraries, tables and chairs grouped to encourage class interaction, use of resource materials that can be used for self-study and displayed on marked shelves. , as well as a place for students to work independently, in small or large groups. A teacher needs to ask themselves, "Does my class encourage literacy learning?"

Development of emotional social environment.

The emotional social environment or the affective social environment are interrelated and play an important role in supporting the development of a school literacy culture. The emotional social environment is characterized by an atmosphere in which the relationship between the principal and teacher is more collegial in nature. Equality between teachers and interactions between students can be seen in daily activities at school.

Some activities that school principals can do to develop a social-emotional environment include:

- a. Go to every class every day, even if it's only for a few minutes.
- b. Teaching one class or reading books in each class to replace the teacher who may

be on other assignments.

- c. Provide a suggestion box for students, staff and parents.
- d. Encouraging collaboration between students by implementing cooperative learning strategies.
- e. Encouraging equality between teachers through team teaching, joint learning planning, and class exchange.
- f. Develop a staff-student mentoring program, where each at-risk student gets one mentor.
- g. Provide staff development activities on issues related to ethnic and cultural diversity to develop diversity tolerance.
- h. Carry out monitoring and evaluation activities.

It is necessary to carry out policies related to monitoring with billing reports regarding various programs to improve students' literacy skills in madrasas

Conclusion

Public Administration in Madrasah Competency Assessment Policy Indonesia (AKMI) can be implemented through Standards and policy objectives include:

1. resources supporting the implementation of the policy such as funds, materials, people and various incentives in the form of giving prizes to those who are successful in carrying out their work, and giving "punishments" to those who fail to carry out their duties. carrying out work, and giving "punishments" for those who fail to carry out their duties.
2. Inter-organizational communication and strengthening activities with inter-organizational communication and strengthening activities.
3. Characteristics of the policy implementing agency in terms of competence and number of staff, range and degree of control, political support possessed, organizational strength, degree of openness and freedom of communication, and linkages with policy makers.
4. Social, economic and political conditions with conducive social, economic and political conditions.

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